



DOOR MAGIC – and then some



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➤ WHY? It gets results!

- Students come to class and arrive on time just to receive what will be handed out at the door.
- Gives the teacher a chance to see and greet each student when they arrive. This allows you to connect with each student daily and creates a relationship.
- Sparks the student's interest for what will be done that day and provides enough of a mystery that they stay intrigued.
- Cuts down on spending class time handing out supplies or papers and dividing students up for games or activities.
- Get's you out in the hall to see what is going on. This is also great publicity for you and your classes to the students, faculty, and administration. Students want to know what you teach so that they can take the class and receive something at the door, too.



IDEAS THAT I HAVE USED



• Props for book participation (I read a story every other class day)

- *Chicka Chicka Book Boom* = musical instruments
- *Pout Pout Fish Fish* = pictures to hold up
- *Napping House* = Felt pieces to put on felt board

• Props for Song participation (I sing a song every other class day)

- *BINGO* = musical instruments instead of clapping
- *Tiny Tim* = Green paper to make an origami turtle
- *5 little monkeys* = monkey finger puppets and alligator clothespins

• Props for activity or participation

- Straw - straw blowing, Filter - butterfly, Yarn - cereal necklaces, Paper Plate - carpet skating, Sandpaper – sandpaper letter, Toothpick - dino cookie hunt, Baggie – planting a seed in a bag - Whatever you will be handing out in class can be handed out at the door.
- Blank Pieces of paper = to be used for what we are making that day.
- Words to a poem or song, or statements that we will all be taking part in.
- Specific questions that you will want students to ask.
- Topics that you will want students to discuss or bring up.
- Game card that will be used ie: BINGO, Tic-Tac-Toe
- Crayon or marker that will be used. (They will get more, but it sparks there interest).
- Ask each student a question about last class or today's class as they walk in.
- A sign or poster hanging in the doorway welcoming them: *Enter into the Tunnel of love*
Welcome to the Prenatal Museum – please touch *Welcome to preschool days*
Celebration party come on in (test day)
- Napkin to be used with the snack that will be served
- An object that will be used for the day's lesson (a rock to put in their shoe all day)
- Strip of paper with instructions for what to begin doing when they walk through the door or later on in class.
- Any paper assignments that will be handed out in class can be passed out at the door.

• Dividing students into groups for games, projects, activities

- Puzzle pieces to many different small puzzles. Each student takes a piece to the puzzle and

then they must find the rest of the pieces of the puzzle to form their group or partnership.

- Bean bags = students find the bean bags of the same color or the same number
- Candy = find matching flavor or type of candy
- Numbered pieces of paper = find the matching number for partners, call out numbers to make up a group, divide into evens and odds
- Poker chips, blocks, dominoes, buttons..... = divide by color
- Stickers = divide into groups or partnerships with same stickers
- Specially labeled paper to find the winner for a drawing or a helper. Only write on the number of papers that you need in the number of students. Everyone else's pieces of papers will be blank or have a different symbol on it.
- Deck of cards, Uno cards, other game cards that can be used to divide.
- Torn pieces of colored paper. Have one of each color in a group or get in groups by color
- By birthdays, seasons, name in alphabet, clothing color or type.....
- Number the students or have them say a phrase and then group them by the same number or words in the phrase.

• Test Taking Techniques

1. The **Brain Gym** program, (<http://www.braingym.org/>) presented many times at summer conference, produces amazing results! Each test day, I give a test taking technique for the students to try out. I explain how these wake their brains up, help them to think, focus, remember, and can help them to calm down.

Here is just a sample of some of the easier 26 different techniques displayed on a poster.

Just visualize the letter X, Get down and crawl on the floor or do a cross crawl, Play smart Mozart or Beethoven music in the background, Get a drink of water, Neck rolls, Touch the tips of your fingers on both hands together,

2. By using all **5 of your senses** at one time while studying, preparing, or learning; you will retain more of the information. When it comes time to use it, if you can recreate that same environment, you will feel calmer, assured, and be able recall that information. (Reinforced on the movie *Maid in Manhattan* when the character kept a paper clip in his pocket to touch during his speeches)

Each test day, and specifically the day we review for the STATE test, I hand out to every student: 1 *Jolly Rancher* (taste and smell) and 1 ball of *Play dough* (touch), they listen to the same quiet Mozart music during each test (listening), and read the same questions that they might see on the STATE test (visual). On the day of the STATE test, I recreate the same environment for them, plus do some of the BRAIN GYM techniques. Students take the SAME color of *Jolly Rancher* and *Play dough* every time.

** Many students use this technique in other classes with gum, paper clips, the same writing utensil....

• Class Schedule

- I run every class the same way: 1st 5 minutes are for me to take role and the students to complete the daily bell quiz. It is NOT for questions or handing in work. I always end 5 minutes before the bell rings so the students can do their daily reflections (journals) and ask any questions or turn in work.

- After about 20 minutes of doing the same task (taking notes during a lecture, bookwork....) the brain goes to sleep – and so does the rear end. I include some sort of activity, game, movement, etc... that enhances or goes with the daily topic just to break up the 20 minute time slots. It refreshes the students and me! We all stay on task better.

• Grading and Correcting

Everything in class is based upon a 5 point scale rubric. The students receive a score of a 0-5 based on the completion of each assignment.

I have EVERYTHING turned in at the end of each unit stapled together in a packet form. Students attach a grading outline to the front of their unit packet and then the students in the classes help to score these.

